



MISSISSIPPI

EXEMPLAR

Units *&* Lessons

ENGLISH LANGUAGE ARTS

Grade 8

Lesson 3: Written Analysis

Focus Standard(s): W.8.1, W.8.2

Additional Standard(s): RI.8.3, W.8.10, SL.8.1, L.8.1-3 (Depending on the students' needs.)

Note: Multiple lower or higher grade level L.1-3 standards may be addressed, depending on students' needs.

Estimated Time: 5 days

Text(s): [“Creating the Conditions for Student Motivation”](#) by Larry Ferlazzo from Edutopia and [“Strategies for Helping Students Motivate Themselves”](#) by Larry Ferlazzo from Edutopia

Resources and Materials:

- Teacher Resource: Read the article at [Culturally Responsive Teaching](#) for justification on completing a problem- and project-based unit.
- Handout 1.1: Unit Introduction Activity
- Handout 1.2: Performance Task Motivation Questionnaire
- Handout 1.3: Learning Targets for the Unit
- Handout 1.4: Performance Task Planning Sheet
- Handout 1.5: Investigation Notes- Model
- Handout 3.1: Lesson Understandings/Notes
- Handout 3.2: Rubric for Analysis Essay
- Student copies of the [Rubric for the Performance Task](#)
- Student copies of [Performance Task](#)
- A device for students to watch [Oktopodi](#) (Consider replacing this short film with a short film about motivation that your students may connect with more.)
- Sentence Strips
- A T-chart with the words *Analysis* and *Summary* at the top of the chart on either side of the line
- [Speaking and Listening Tracker](#)

- [Discussion Stems](#)
- [Anchor Chart](#)
- [Choosing Details to Support a Provided Central Idea Organizer](#)
- [Frayer Model](#) (optional)

Lesson Target(s):

- Students will learn how to distinguish between and prepare for summary and analysis of a text.
- Students will show understanding of the following concepts: See the **I will understand** section of **Handout 1.3**.
- Students will complete the following actions:
 - Compose an accurate summary of a text that includes a central idea.
 - Compose an accurate analysis of a text that includes how the author makes connections among or distinctions between ideas, events, and people within a text.


Guiding Question(s):

- How do authors make connections or distinctions among ideas, events, and people within a text?
How do I produce a written analysis of a text?
- How is a summary different than an analysis?

Vocabulary

Academic Vocabulary: <ul style="list-style-type: none"> • Analyze • Connection • Distinction • Techniques (to connect or separate ideas, people, or events) (e.g., comparison, analogy, category) • Relationships (between or among ideas, events, or people) 	Instructional Strategies for Academic Vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Use an anchor chart to model to help student understand the meaning of words. <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words
In-CONTEXT Vocabulary: <ul style="list-style-type: none"> • See Activity 1. Note: Words included as in-context are	Strategies for Teaching How to Determine Meaning from Context Clues: <ul style="list-style-type: none"> <input type="checkbox"/> Model the CPR context clue strategy. <input type="checkbox"/> Use an Anchor Chart to model how to use context clues to determine the

<p>meant to aid in comprehension of the text through the instruction of context clue strategies. When assessing for student mastery of in-context vocabulary, assess students' ability to use strategies. See RL.4 AND L.4 in your grade level standards.</p>	<p>meaning of words.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be sure students understand the following concepts: context must be considered when determining the meaning of a word or phrase; words and phrases can be used in multiple ways including figuratively or connotatively; an author's use of words impacts the meaning and tone of a text; techniques for identifying and understanding analogies; techniques for identifying and understanding allusions; vocabulary terms: meaning, tone, analogy, allusion <input type="checkbox"/> Use these question or statement stems: <ul style="list-style-type: none"> ○ What does the word/phrase ____ mean in this selection? ○ The word/phrase is an example of ____. ○ Without changing the meaning of the sentence, what word can best be used to replace the underlined part? ○ How does the author's use of repetition of sounds impact the tone of the text? ○ According to this passage, a(n) ____ is like a(n) ____ because both ____. ○ The author uses connotation to ____. ○ What is the meaning of the analogy ____? ○ What does ____ allude to?
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • See Activity 3a. <p>Note: Words included for direct instruction are meant to aid in comprehension of the text. Decisions about vocabulary assessments and word walls are to be made based on individual needs of students.</p>	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or create movements/gestures to represent the meaning of the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Anticipatory Set/Introduction to the Lesson

Assign small groups to respond to one of the following directions after viewing these photos:



T: Write one sentence about each of the photos (two total sentences). Place one sentence on one sentence strip and one sentence on another.

Provide students with 3-5 minutes to complete this activity. On the board, chart paper, or other surface, write/type a T-chart with the words *Analysis* and *Summary* at the top of the chart on either side of the line.

T: We will categorize your sentences as either *analysis* or *summary* and place them under the appropriate side on the T-chart.

Explain to students that when they write about texts, such as these photos and written texts, they will sometimes need to summarize and sometimes analyze, which are different tasks. Display this graphic to represent analysis:



T: When you analyze a text, you think about it through the “eyes” or “lens” of different perspectives: a woman, a psychologist, writer/author, a critic, a firefighter, an investigator, a teacher, a student, a lawyer, a parent, a child, a civil rights activist, a women’s rights activist, the author, a historian, an artist, a victim, a predator, the winners, the losers, etc.

Basically, you provide an opinion or observation of the writing based on that perspective. For example, if you are a writer/author, you may observe how a text makes connections and distinctions between certain ideas. Writing is about communicating ideas, so authors observe how other authors communicate those ideas. Sometimes, they even provide an opinion on how well an author communicates ideas. In fact there are people who do this for a living: book reviewers and critics. Lawyers and investigators will also observe the connections and distinctions among ideas, people, and events, but with the purpose of proving a point.

Create an anchor chart to represent what they should know about *summary* versus *analysis*.

Understanding Lesson Purpose and Student Outcomes

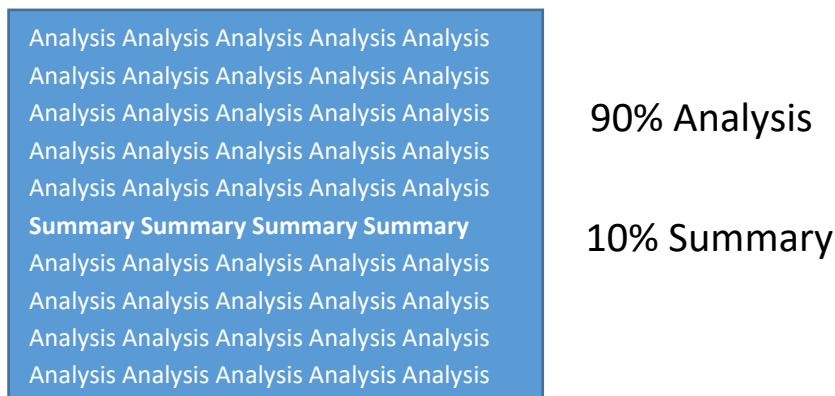
T: Today, we are going to look through the lens of a writer/author to write an analysis of the connections and distinctions among different ideas in our anchor text. We will also write a summary. I will first provide a model for us to study before you

write. Throughout the model study, I want you to monitor what you understand by making a jot list of several items that complete **Handout 3.1: Lesson Understandings/Notes**. Let's go ahead and add anything we have learned so far.

Let's discuss a little more about analysis and summary now.

Continued Introduction to the Lesson

T: It is important to note that an analysis may include some summary, but it is summary of the part(s) of the text related the topic of the analysis, not a complete summary. For example, if you were analyzing the motivation level of the students in one of those pictures, you would summarize some of the details that relate to their motivation level. Here is another image that will help you understand how much summary to include in your analysis:



T: If it is a summary, a summary will tell the most important information presented in the text, with no commentary, judgments, opinions, or additional observations from a different perspective. Basically, to summarize, tell the central idea and the who, what, when, where, how, and why of a text. See the following: [Summary Template](#).

Display the template or another template like it and provide students with a copy. Discuss the template.

Note: In this case, you may want to tell students to focus on just the first word of the questions: *who*, *what*, *when*, *where*, and *why*. Consider adding *how* if it will help students.

T: So now let's take a look at your sentences that you wrote on the sentence strips and decide whether they are summary or analysis.

Take some time to discuss and place the sentences. Have students record any new understandings on **Handout 3.1**.

✓ Check for student understanding. Make adjustments to instruction as needed.

Activity 1: Summary Versus Analysis Model Study

Note: Skip Activity 1 if students have already mastered summary skills in the previous lesson or other lessons, or conduct this with a small group of students who need additional support with summaries.

T: Let's study this example of a summary by coding and annotating what we see.

Complete the summary template for students and show how the information from the summary template was used in the summary. While discussing, provide a code and annotations to show the parts of a summary.

Provide students with a copy of the summary of the first portion [“Creating the Conditions for Student Motivation”](#) by Larry Ferlazzo.

In the first portion of “Creating the Conditions for Student Motivation” by Larry Ferlazzo, he asserts/proclaims/emphasizes/claims/defends/establishes/urges that **two types of motivation (intrinsic and extrinsic)** can be used to motivate **secondary students**, but **intrinsic motivations** are more likely to lead to a student performing a desired behavior than extrinsic motivations **when tasks require creative or higher-order thinking**. **Extrinsic motivators** are effective **when students must complete routine or easy-to-complete tasks or tasks that require immediate action with little effort**, not **when tasks require creative or higher-order thinking**.

Who

What

When

Where

How- missing

Why- missing

Circle- central idea

Square- additional details

Bold- Title, section, and author of text

Note: Either color-code or annotate or do a combination of the two.

Discuss how portions of texts or even whole texts may not include all the information necessary, but it is important to understand what information is missing too. This is when students may say to themselves, “I wonder...” or “What about...” Discuss students’ understandings from **Handout 3.1**.

Provide students with a copy of the analysis prompt and model response.

T: I now will model how to write an analysis to this prompt:

You have read the first portion of [“Creating the Conditions for Student Motivation”](#) by Larry Ferlazzo. Write an essay that analyzes how the author makes connections and distinctions between intrinsic and extrinsic motivation. Support your response with evidence from the text.

I will use my notes from **Handout 2.1**.

Use your notes and provide a think aloud while typing the following model:

In the first portion of “Creating the Conditions for Student Motivation” by Larry Ferlazzo, he categorizes intrinsic and extrinsic motivation as two different types of motivations, while placing more of an emphasis on intrinsic motivation to effectively motivate students.

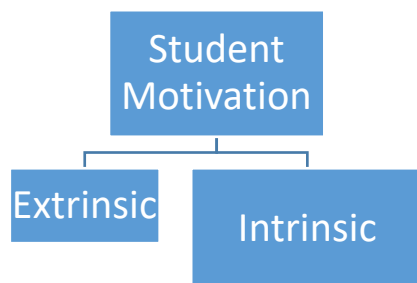
The most identifiable techniques the author uses to differentiate the two types of motivation is providing definitions in parentheses after the words and using the preposition “instead of” in the sentence “is by emphasizing intrinsic motivation (choosing to do an activity in order to gain pleasure from or in order to help achieve an internalized goal) instead of extrinsic motivation (doing a specific behavior in order to gain an outside reward).” By employing both of these techniques, the reader automatically sees the relationship: they are the subcategories of motivation, with an emphasis placed on the use of intrinsic motivation “instead of” extrinsic motivation. To add even more emphasis to the use of intrinsic motivation, he presents data: “A recent study of 200,000 employees found that those who

were more intrinsically motivated were three times more engaged in their work than those who focused more on external rewards”

To further differentiate the two types of motivation, the author uses is a metaphor by paralleling carrots and sticks to extrinsic motivators in order to explain the meaning of extrinsic: “Edward Deci... recognizes that there are going to be times when carrots or sticks...” This metaphor creates a visual image of extrinsic motivation, showing that extrinsic motivation is about physical rewards or punishments, which further distinguishes it from intrinsic motivation.

To help the reader understand more fully, it would be helpful for the text to contain visual to represent the relationship between the two words. If the author were to add a hierarchy map like Figure 1 below, with “student motivation” at the topic and “intrinsic motivation” and “extrinsic motivation” as subcategories below “student motivation.”

Figure 1



The larger box of the two subcategories should be intrinsic to further stress the authors’ central idea, which emphasizes intrinsic motivation.

Work with students to study and label the parts of the model. Use **Handout 3.2: Rubric for Analysis Essay** to guide your labeling and evaluation.

Note: Use the following scores (from top category to bottom on the rubric) when discussing the model analysis essay: 4, 4, 5, 4, 5. Do not score the conventions yet.

Activity 1a: Student Practice

T: Now you will summarize and provide an analysis of the second portion [“Creating the Conditions for Student Motivation”](#) by Larry Ferlazzo individually, with a partner, or in a small group. You may use my model and your notes you already collected in the previous lesson to help guide your writing. I will continue to provide support for you. Use the same coding and annotating system we just used in my model summary. Here is your analysis question:

You have read the second portion of [“Creating the Conditions for Student Motivation”](#) by Larry Ferlazzo. Write an essay that analyzes how the author makes a connection between intrinsic motivation and the four elements and a distinction among the four elements. Include an explanation of the relationship among the four elements, intrinsic motivation, and student motivation. Support your response with evidence from the text.

Note: Student responses may be short, as there is less evidence than the teacher model.

Monitor student progress with a formative assessment tool, perhaps similar to **Handout 2.3** but using **Handout 3.2** for the Evidence of Understanding. Provide feedback based on the rubric.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Provide small-group instruction for those students who you noticed in the guided practice were still struggling with the skills and concepts. Remodel for students with a few examples from the text. Show them how to chunk the text. Provide students with a list of steps to follow. Provide sentence starters/stems for both conversations and writing.
- For EL students, provide the translated words for those they do not know.
- Provide students with [Discussion Stems](#) to help them have conversations within their groups.

Extensions for students who perform/read well above grade level:

- Have students attend to Level 5 elements on **Handout 3.2**.

Activity 1b: Additional Practice (If Needed)

Note: If students do not need this additional practice, have them work on their project with the understanding that they will complete cold-fresh read task (explained at the beginning of the unit) after this lesson.

T: Now you will summarize and provide an analysis [“Strategies for Helping Students Motivate Themselves”](#) by Larry Ferlazzo from Edutopia individually, with a partner, or in a small group. You may use my model, your notes you already collected in the previous lesson, and my feedback from the previous activity to help guide your writing. I will continue to provide support for you. Use the same coding and annotating system we just used in my model summary. Here is your analysis question:

You have read [“Strategies for Helping Students Motivate Themselves”](#) by Larry Ferlazzo. Write an essay that analyzes how the author makes connections between and distinctions among classroom strategies and one of the four elements. Include an explanation of the relationship among the classroom strategies and one of the four elements. Support your response with evidence from the text.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Provide small-group instruction for those students who you noticed in the guided practice were still struggling with the skills and concepts. Remodel for students with a few examples from the text. Show them how to chunk the text. Provide students with a list of steps to follow. Provide sentence starters/stems for both conversations and writing.
- For EL students, provide the translated words for those they do not know.
- Provide students with [Discussion Stems](#) to help them have conversations within their groups.

Extensions for students who perform/read well above grade level:

- Have students attend to Level 5 elements on **Handout 3.2**.

Activity 2: Individualized Conventions of Standard English Revision and Edits Mini-Lesson

Based on [your ongoing viewing of students’ written products](#), determine (or have students determine with [this checklist](#)) specific areas of need for errors in Standard English or general improvements (e.g., adding a colon or ellipsis) to their conventions, provide

feedback on the most pressing area of need, and provide students with the opportunity (perhaps through videos on the internet) to view a tutorial to help them understand the convention concepts and skills they need to improve upon.

Divide the students to complete stations that are accompanied with small group direction cards or a video (or live) tutorial and an activity. Use the following mini-lessons for inspiration about station options:

- [Revise By Varying Sentence Patterns](#) or [Varying Sentence Structure](#)
- [Using Active Voice \(L.8.1b\)](#)
- [Reciprocal Revision Station](#)
- [Quotation Marks Station](#)
- [Spelling](#)

For students who are EL, have disabilities, or perform well below the grade level:

- Provide students with a tutorial that covers standards in a previous grade level, such as [Use Commas to Separate an Introductory Element](#).

Extensions for students who perform above grade level:

- Provide students with a tutorial that covers standards in a higher grade level, such as [Semi-colons](#).

Tell students that they will view a tutorial about a particular skill so that they can demonstrate command of a specific Standard English grammar, capitalization, punctuation, or spelling skill and concept they need to improve upon. Tell students that if the tutorial is not helping, they will need to ask for assistance.

Note: Look for common areas of need among students' writing and group students based on areas of need.

Have students depict what they learned with examples through their choice of delivery: artwork, multimedia, recording, etc. Students should then apply what they have learned to their writing. Have students attach their summary to their revised writing and submit for a grade, if desired.

- ✓ Check to see if students have demonstrated command of the specific Standard English grammar, capitalization, punctuation, or spelling skills and concepts they focused on during their revisions. Use the Conventions row of **Handout 3.2**.

Reflection and Closing

- ✓ Have students reflect on the following:
 - How well they accomplished targets.
 - How well they think they can complete the performance task.
 - Which documents they can compile from this lesson for a study guide to help them on the cold-read assessment focused on RI.8.3.

Homework

Students will begin collecting information or developing instruments to collect information about their problem statement.

Handout 3.1: Lesson Understandings/Notes

I understand:

- An analysis is...
- A summary is...
- To write an analysis, I must include...
- To write an analysis, I must include...
- Other ideas to remember about summaries...
- Other ideas to remember about analyses...

Handout 3.2: Rubric for Analysis Essay

	5	4	3	2	1	0
	Exceeds Grade Level	At or Above Grade Level	Meets Grade Level	Below Grade Level	Below Grade Level	Incomplete
THESIS	Thesis condenses how the author makes connections and/or distinctions between or among ideas, and it uses language that evaluates how the author makes distinctions between or among ideas	Thesis condenses how the author makes connections and/or distinctions between or among ideas	Contains several sentences, uncondensed, about how the author makes connections and/or distinctions between or among ideas	Thesis is about a connection or distinction, but may not address how the author makes connections and/or distinctions	Contains a thesis but is not about the prompt.	Has no a thesis.
REASONS & EVIDENCE	Provides a range of well-chosen evidence to evaluate the techniques the author uses to make connections and/or distinctions between or among ideas. Evidence is integrated smoothly and effectively .	Provides a range of well-chosen evidence to explain the techniques the author uses to make connections and/or distinctions between or among ideas. Evidence is integrated smoothly and effectively .	Provides well-chosen, though not a range or depth of , evidence to explain the techniques the author uses to make connections and/or distinctions between or among ideas. Evidence may be integrated smoothly and effectively.	Provides insufficient evidence; summarizes too often or unnecessary information. Evidence may be integrated smoothly and effectively.	Contains summary instead of evidence. OR Provides evidence that is unrelated to how the author uses techniques to make connections and/or distinctions between or among ideas.	Has too little or no evidence. OR Shows a significant misreading or misunderstanding of the text.
ANALYSIS	Demonstrates thorough and logical reasoning. Interprets evidence with insight. Analysis communicates an evaluation of the text.	Demonstrates logical and convincing reasoning. Shows a clear understanding of the topic, but may lack the evaluation aspect of a 5.	Displays some logical reasoning though in places analysis may be predictable or not fully developed. Contains a basic understanding of the topic.	Contains insufficient analysis. May rely on summary, lists, or descriptions in place of analysis. May misread or oversimplify the text.	Lacks coherent analysis. Displays simplistic response to the thesis. Suggests a major misunderstanding of text or prompt.	Has no analysis.
ORGANIZATION OF PAPER & PARAGRAPHS	Demonstrates logical sequence of ideas within paragraphs and throughout the paper. Opens and closes with direct and clear focus on topic. Closes with a synthesis of ideas. Uses transitions well.	Demonstrates logical sequence of ideas throughout most of the paragraphs and the paper. Opens with a clear focus on topic; conclusion more than restates and uses transitions.	Demonstrates logical sequence of ideas with some breaks in unity; conclusion may simply restate thesis. Uses some transitions and paper is still focused.	May be lapses in the logical organization. Lacks transitions. Loss of focus.	Sequence of ideas or paragraphing is illogical. Conclusion may be undeveloped.	Has no organization. Has no conclusion.

VOICE AND STYLE	Word choice is formal, discipline-specific, sophisticated, and precisely communicates ideas. Style is appropriate for the purpose; sentence variety and command of language make the essay a pleasure to read.	Word choice is formal, discipline-specific, precise, and effective. Shows some sentence variety; style is appropriate for the purpose and audience.	Voice should be formal and appropriate for academic writing. Shows some sentence variety and sophisticated vocabulary.	Word choice is simple, predictable and may be imprecise. Style may not be appropriate for purpose or audience. Lacks transitions. Little sentence variety.	Language is informal, vague and inaccurate; little sentence variety. Style is not appropriate for purpose or audience.	Language is confusing and inaccurate. No understanding of audience.
------------------------	--	---	--	--	--	---

CONVENTIONS	No significant errors. Uses appropriate formatting for citations	Minor errors that do not show systematic misunderstanding of a grammatical concept, but instead reflect inaccurate proofreading.	Occasional errors in grammar, word usage and other conventions, but they do not interfere with coherence or meaning.	Essay is coherent but flawed by frequent errors in conventions. May contain some awkward phrasing or faulty sentence structure.	Frequent errors create confusion and ambiguity. Contains flawed sentence structure and/or phrasing.	Numerous errors in most sentences which obscure meaning.
--------------------	--	--	--	---	---	--

For training or questions regarding this unit,
please contact:

exemplarunit@mdek12.org